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## South Carolina Librarian v.26 n.2 Fall/1982

### Abstract

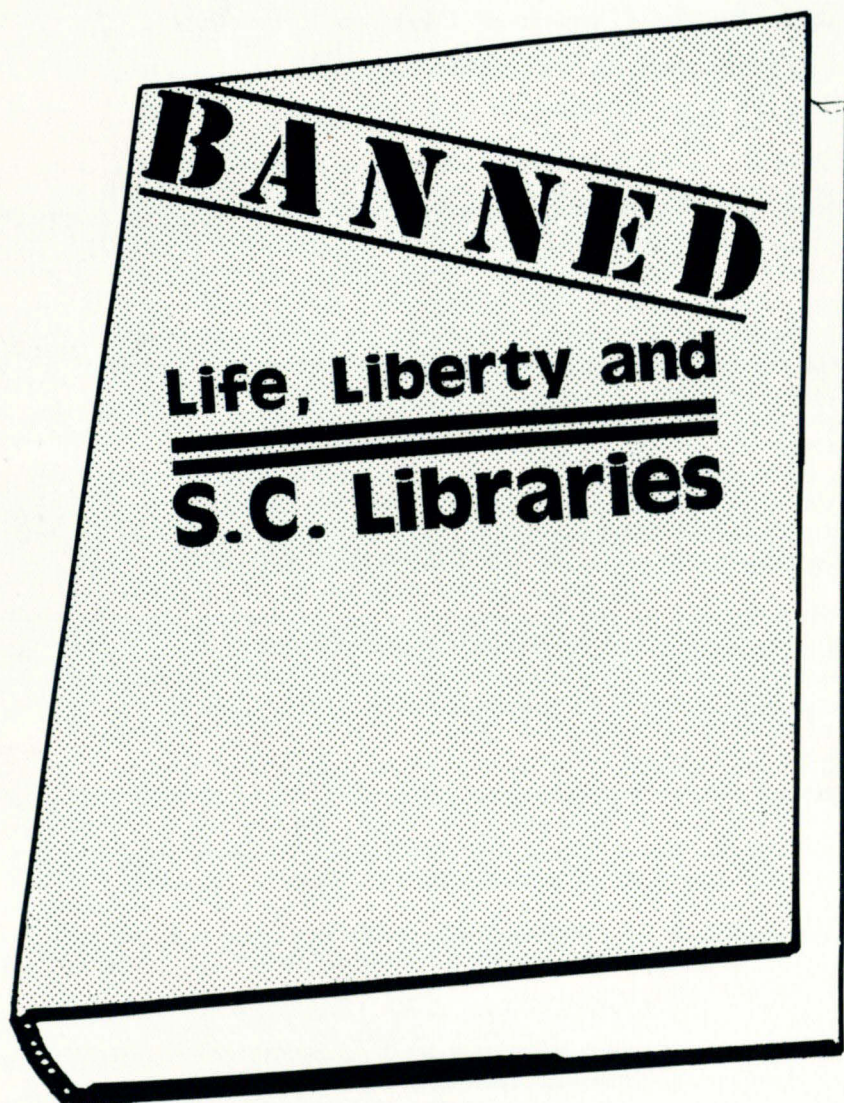
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# The South Carolina LIBRARIAN

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Fall 1982

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**On Our Cover:** The annual SCLA conference returns to Columbia this year with freedom as its theme. (Cover by Trish Ridgeway.)

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Winthrop College Library

Business Manager ..... Nancy M. Davidson  
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## Collection and Use of South Carolina State and Local Government Documents: A Survey

Robert V. Williams  
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Grace M. Cordial  
Martha Dorman  
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In the last twenty years significant changes have taken place in the responsibilities of state and local governments as they respond to population pressures, increasing home rule authority, the administration of large Federal programs for the states, and regulation of a variety of social programs such as education, welfare, unemployment, and mental health. In recent months there are indications that the responsibilities of these state and local agencies will increase at an even faster pace as President Reagan attempts to implement his "New Federalism" program.

Along with these increases and changes in responsibilities at the state and local level there has also been a corresponding increase in the number and diversity of publications issued by these agencies. One can now easily find research reports, comprehensive statistical data and exhaustive analyses of market conditions being published by state, and sometimes local agencies. These are now commonly occurring state and local documents, where in the past one usually associated these kinds of publications only with the Federal government.

Despite these changes in the nature and frequency of state and local documents, librarians are doing very little to improve their systems and procedures for the collection of these materials. This is extremely unfortunate because, as Margaret Love pointed out, these documents often contain the most recent information in an area of technical knowledge! They also often contain the most up-to-date information on the activities and plans of local and state government. Nevertheless, librarians seem to have generally ignored William S. Powell's injunction of twenty years ago when he said:

It is inconceivable today that any library worthy of its name should lack at least a rudimentary collection of local materials for reference if not for circulation.<sup>2</sup>

William Robinson has echoed this statement and added that a collection of these documents serves the double purpose of current reference and local history collection.<sup>3</sup> The systematic collection and use of state and local documents by local libraries is the logical extension of the library's philosophical underpinnings as preservation and information agent for the local community.

This paper is a report on a survey of the extent to which South Carolina public and academic libraries collect and use state and local government documents. It reports descriptive statistics on what is happening in these South Carolina libraries and compares them with the results of similar studies in other states. The survey was conducted in the Spring of 1982 by a group of students and one of the instructors in the required research methods course, LIBR 705, of the University of South Carolina



College of Librarianship. The study was supported by the College and sponsored by the South Carolina Library Association's Government Documents Roundtable (SCLA/GODORT).

### Methodology

A population of South Carolina public and academic libraries (N=98) was identified from various directories and publications. The questionnaire was developed by the authors based on examples from similar studies in other states and from the ideas and opinions of librarians in SCLA/GODORT. This resulted in a five page questionnaire of twenty questions. It was estimated that it would take 15-30 minutes to complete the questions. A total of 98 questionnaires (40 to public libraries and 58 to academic libraries) were mailed. A cover letter from the Dean of the College, explaining the purpose of the survey, accompanied the questionnaire and a self-addressed stamped envelope was included for reply purposes.

There was an overall response of 64.3% to the questionnaire. The response rate from public libraries was 75.5% and 58.6% for academic libraries. Even through this response rate is fairly good in terms of most surveys, it is not 100% and hence generalizations about collection and use of documents in these libraries must be carefully made. We did analyze the returns of late respondents, one approach that has been used to study non-respondents, and these libraries generally did very little in the area of collecting and using local documents. We therefore tentatively concluded that non-respondents probably were only slightly concerned with these types of materials in their libraries.

There were some minor problems with the questionnaire itself and some questions lacked clarity and had to be thrown out. Unfortunately, because of the limited time involved, it was not possible to pre-test the questionnaire as is desirable in a survey of this type. Generally, however, the questions did elicit the proper responses and even though no tests were made on their reliability and validity we think these requirements were met satisfactorily.

For the purpose of this study state documents were defined as all publications printed or purchased for distribution by a state agency or any other agency supported in whole or in part by state funds. Local documents were defined as publications issued by local governmental agencies and their subunits. Council of Governments documents, which were also studied, were defined as publications printed or distributed by the regional planning councils. Academic libraries were defined as a postsecondary and technical schools but excluded business and trade schools. Public libraries were the 40 county or regional public library systems (regional systems were counted as one response). The State Library (which probably has the best collection of state documents in the state) and all state government agency libraries in the state were excluded from the survey.

### Results

#### State Documents:

Figure 1 shows the responses to the first question about state documents which asked: "Do you maintain a collection of state documents?" A total of 63 libraries (29 public and 34 academic) responded. For public libraries 96.6% of them collect and maintain some state documents, compared to 79.4% of the academic libraries. When these figures are compared with Jeanne Mahler's 1965 survey of public libraries nationally,<sup>4</sup> they show that South Carolina's public libraries generally collect state documents at a slightly better rate.

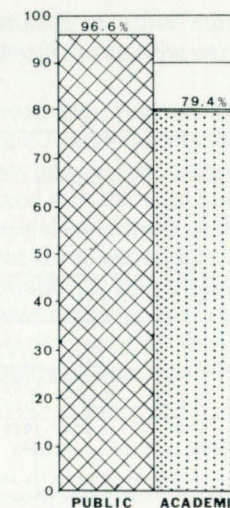


Figure 1. Percentage of South Carolina Public and Academic Libraries which Collect State Documents

Overall the types of state publications most frequently collected were: directories and manuals, annual reports of agencies, acts and regulations, and periodicals and journals. Academic libraries are likely to collect annual reports, directories and manuals, acts and regulations, and journals. Public libraries are likely to collect annual reports, directories and manuals, acts and publications and general (e.g., Clemson University Agricultural and Home Extension Service) publications.

Collection size of state documents was broken down into four categories: less than 100 items; 100-500 items; 500-1000 items; 1000 items and over. There were 27 public library and 27 academic library respondents to this question. Analyses of these responses showed that 85.2% of the collections of state documents are under 500 items. Figure 2 shows the responses for each of the four categories for public and academic libraries separately.

#### Local Documents:

In previous studies conducted in other parts of the U.S. it was shown that the collection of local government documents was very weak. We particularly wanted to determine if this was also true in South Carolina. Figure 3 shows that public libraries are more likely to collect these materials than are academic libraries. Overall, for the 63 responding libraries, 58.7% collect some local documents. This compares very well with Robinson's survey of Tennessee libraries where only 32% collected in this area.<sup>5</sup> Yuri Nakata's survey of Illinois libraries found that only 50% collected local documents,<sup>6</sup> while Terry Weech's study of Iowa libraries showed 48%.

The types of local documents collected by public libraries tend to be fairly different from academic libraries. Public libraries are likely to collect the following: municipal codes, ordinances, annual reports, financial reports and directories. Some academic libraries collect all these types but most of them only collect directories of city and county governments.



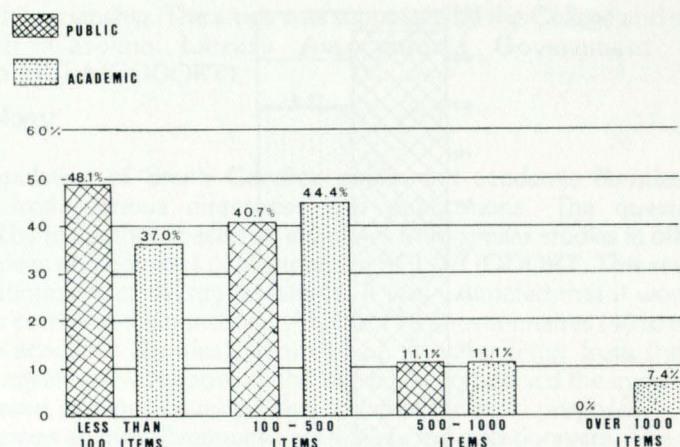


Figure 2. Collection Size of State Documents in Public and Academic Libraries: Percentage of Libraries in Four Size Categories

We were also interested in the extent to which the libraries maintained separate collections of local documents. Our tabulations of the responses showed that 39.3% of the public libraries and 6.5% of the academic libraries had separately housed and arranged collections of local documents. The questionnaire also asked each respondent to specifically indicate the counties and municipalities from which they regularly collected materials. The responses generally show that when the library collects these materials it only collects for the county and or the city in which it is located. The names of these libraries and the areas for which they collect are being retained by SCLA/GODORT for eventual publication in a directory.

### Councils of Government:

There are ten regional planning councils (COG's) in South Carolina covering the entire state. Since these documents have considerable reference and research value we thought it important to determine how systematically they are being collected by public and academic libraries. Of the 59 respondents to the question we found that 57.7% of the public libraries do collect some COG documents compared to 30.3% of the academic libraries.

We also asked each library to indicate the specific COG's represented in their collection. The replies showed that every COG is represented to some extent in one or more libraries in the state. The specific COG documents collected by a library will be reported in the directory mentioned earlier.

### Use of State and Local Documents:

We asked each library to report on several different aspects regarding the cost, staffing, cataloging, circulation policies, photoduplication arrangements and kinds of uses of their state and local documents. The general trends among all the libraries will be briefly reported here. The details for each library's policies and procedures will then be reported in the directory.

Cost estimates for collecting and maintaining state and local documents (excluding staff salary costs) varied considerably. Approximately 50% reported no separate annual expenditures while the remaining 50% estimated costs that ranged from \$10.00 to \$1500.00. Organization and access to the documents were along the

same lines as reported in studies in other state. Libraries appear to be using a combination of the card catalog (81%) and the vertical file (66.7%) with only 7.1% using a separate index or card file.

Circulation and interlibrary loan policies also followed the trends reported in studies of other states.<sup>6</sup> Of the 57 respondents to our question on circulation to local users, 45.6% reported that they allowed circulation and 56.5% made them available on interlibrary loan. We also asked if there were specific restrictions on circulation and interlibrary loan of these materials and most of the libraries indicated that while they did have some restrictions that these generally concerned the loan of single copies of local documents. Again, these specific restrictions for each library will be reported in the directory. Fortunately, these restrictions should not present much of a problem of access since 86.7% of the libraries reported that they had photoduplication facilities available in the library and would provide copies for regular users and interlibrary loan borrowers.

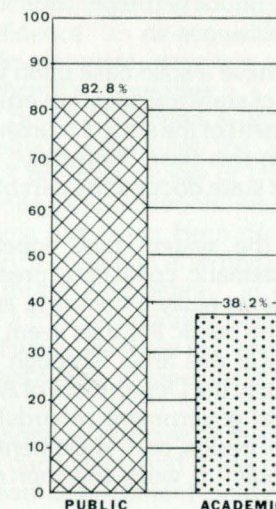


Figure 3. Percentage of South Carolina Public and Academic Libraries which Collect Local Documents

Finally, we asked about the use of state and local documents in the libraries. Of the 47 respondents to this question, with multiple response categories, 89.4% reported students and 71.4% reported the general public as their most frequent users. Some libraries reported that their collections were also used by business people and local government officials. However, when we also asked, in a separate questions, whether the libraries provided any special reference services to government officials 89.5% reported that they did not.

### Conclusions

Academic and public libraries in South Carolina, when compared to programs in some other states, appear to be doing a fairly good job of collecting and using state and local documents. Public libraries are more likely to collect and use both state and local documents than academic libraries and are, by far, the most frequent collectors of local documents. Similarly, public and academic libraries collect about the same types of state documents but the public library will contain a much broader collection of local documents.

Our results also showed, however, that there are severe gaps in the collection of



documents by public and academic libraries. Academic libraries generally have very small collections of state documents and these are generally confined to reference materials and have only a few of the general publications and special reports of state agencies. Public libraries appear to be collecting some of their local documents but are not systematically collecting all documents of these governments. Few libraries seem to be collecting such items as capital improvement plans, minutes and proceedings and financial reports.

Availability and use of documents seems to be fairly well done in most of the responding libraries. The procedures for cataloging these materials probably needs improving, such as doing away with vertical files, but provisions for the lending and duplication of the materials are well in place. Use of the materials in the libraries is predominantly by students, as was expected, and the libraries need to explore ways to expand the use of these materials to business people and government officials.

### Implications

Libraries in South Carolina have a solid base upon which to build an excellent system for the collection and use of state and local government documents. The new state law governing the establishment of the state documents depository program will be of great benefit in building on this base. Hopefully, this law can be used as a "stepping stone" to improving the state documents part of the system at a state-wide level.

The central weakness of the system now appears to be the lack of a comprehensive plan for the systematic collection, preservation and use of local documents. These collections are woefully incomplete and inadequately cataloged and preserved for use. Some of the public libraries seem to be doing a good job but others are doing little or nothing in this area. Through the cooperative efforts of SCLA/GODORT, the State Library, the Department of Archives and History (which has legal responsibility for a local government records) and the individual public libraries it should be possible to design and implement an effective system. We recommend that these groups begin to work together on such a plan as soon as possible.

### References

<sup>1</sup>Margaret T. Lane, *State Publications and Depository Libraries: A Reference Handbook*. (Westport, Conn.: Greenwood Press, 1981), p. 16.

<sup>2</sup>William S. Powell, "Local Materials for Reference--Then Acquisition and Administration," *The Southeastern Librarian* 1961): 293.

<sup>3</sup>William C. Robinson, "Local Government Publications in Larger Tennessee Public and Academic Libraries," *Tennessee Librarian* 28 (Fall, 1976): 121.

<sup>4</sup>Jeanne H. Mahler, "Selection and Reference Use in the Public Library," 15 (July, 1966): 102.

<sup>5</sup>Robinson, *op. cit.*

<sup>6</sup>Yuri Nakata, "Local Documents in Illinois Libraries: Results of a Questionnaire," *Illinois Libraries* 57 (April, 1975): 256.

<sup>7</sup>Terry L. Weech, "Local Government Publications: An Iowa Survey," *Government Publications Review* 7A (1980): 517.

Editor's Note: Robert V. Williams is assistant professor at the U.S.C. College of Librarianship. Misses Bradsher, Cordial, Dorman, Waldrop, and Wright are Master's candidates at the College.

## Journal and Book Deselection At USC-Coastal Carolina

Charmaine B. Tomczyk

Technical Services Librarian  
USC-Coastal Carolina College

There are several reasons why librarians tend to procrastinate, or completely avoid, weeding or de-selection. It takes time to review each book, to withdraw card sets and to dispose of withdrawn books with appropriate skill. Another theory on the fear-of-weeding is that librarians are too fretful about their discard decisions. Yet just as we can uphold our convictions regarding sound judgement in acquisitions, we can certainly retain our confidence in de-acquisitions. De-selection, an essential component of collection development, deserves attention. But, unfortunately, like inventory, we do it only when it's imperative.

At the University of South Carolina's Coastal Carolina College, it became imperative not because of space, as is usually the case, but rather as an outgrowth of our accreditation review. A previous review of USC-Coastal five years ago by the Southern Association of Colleges and Schools, recommended that a weeding project be done. Organized weeding had never been done to this ten-year-old collection. Since the quality of a library's collection is wrongly judged by accreditation boards, and even the American Library Association<sup>1</sup>, in terms of quantity, we wanted to insure that our rating was a true reflection of our holdings. By eliminating the dead material, our volume count would be more representative of the library's rank in light of content, not only numbers. Our aim was a quality collection even if it meant making it a bit smaller.

We commenced by reviewing our role or mission as a four-year undergraduate library that supported the curriculum and a teaching faculty, not faculty research. Having no written collection development policy forced us to begin defining the parameters of our collection and scrutinizing our present collection in relation to the curriculum and our patron's needs. We divided the book collection into three equal parts of about 20,000 volumes in each and assigned the three groups among the three librarians. We each pulled each book in our assigned sections for evaluating and labelling. Establishing two phases to our project, monographs and journals, we began with the larger group—books.

We used four weeding labels with which each withdrawn book was flagged. In the case of unnecessary duplicates, books were withdrawn and flagged 'discard'. Our policy is not to buy duplicate copies, except when high use and demand have been proven. For example, literature classics of Hemingway or Faulkner or a study guide to the National Teachers Exam or the Graduate Record Exam would be retained due to their high demand. A 'replace' label was used when a later edition of the work was suspected to be in print of when it was evident that more current information on the subject was required. 'Bind' or 'repair' was our third category. If an in-house repair would take more than fifteen minutes, it was considered worthwhile to send it to the bindery. Lastly, 'uncertain value' was designated when our limited knowledge in the subject area prevented us from making a definite decision. These books were later reviewed by the other librarians and appropriate faculty.

We had several factors to consider in our evaluations so we initially laid some ground rules. One myth we wanted to subvert was "if in doubt, discard". This



statement cannot apply in times when replacement funds may not be had. Instead the rule was "when in doubt, label 'uncertain value'" for further investigation. Because *Books for College Libraries*, 2nd ed. (1975), is one of our major selection tools, withdrawn books were checked against this listing before discarding. If they were listed there, they remained in the collection. Special concentration was given in areas where frequent revisions were common, such as the sciences, chemistry, biology, medicine and others. Because our collection has a strong emphasis in finance and investments, we scrutinized our economics and business sections.

We determined the degree to which we would retain older works that might provide an historical perspective. The majority of our graduate students are in the field of education, where our leniency was exhibited. In contrast we were quite stringent in the nursing section where, for example, we discarded a book on the treatment of the mentally ill, published in 1940, that advocated shock treatments and narcotics. A graduate student in medicine may be able to put this kind of information in perspective, but for our undergraduates it was withdrawn. Even in hard times, the rule of "something is better than nothing" should not be followed. We'd rather use interlibrary loan (especially since we are a part of a university system) or direct the patron to another library in our area that give them out-dated, obsolete or inaccurate information.

A great deal of importance is generally placed on the circulation or usage factor when weeding<sup>2</sup>. Some libraries seem to use this as the sole criterion. We, however, did not presume a book is useless because it's a shelf-sitter. Our stacks are open and we encourage browsing, a process from which titles perused cannot be statistically calculated. Nonetheless, the number of circulations per book was considered in our decision-making but only when it matched with another of our weeding factors. Eligibility for withdrawal due to circulation could apply if the book circulated less than a total of three times, none of which were in the past two years.

Librarians, if like economists, might search for optimum use of minimum resources by considering supply and demand—providing only books that circulate often. But Paul Metz warns "there is a danger if a library over-reacts to demand and enslaves its acquisition procedures to the results of circulation"<sup>3</sup>. Do libraries buy the best books or only the best books that their patrons will read? Where do our obligations lie—with the literature and building a collection or with the patrons and their specific desires? Evaluating one's responses may prove interesting and enlightening. We felt that every four-year college should have certain classics in their libraries whether or not the curriculum directly supported their topic. Whether or not they circulated was not questioned. They remained. An overlap exists between our collection's needs and those of our patrons. As we tend to promote the titles we buy ourselves, we should recognize that our buying habits are largely reflected by what we identify as patrons' needs. Likewise, our weeding habits should be reflected in part by our patrons' needs while keeping the collections' overall growth in mind.

Phase two at USC-Coastal was to eliminate some of our journal collection, even while choices for new journal title acquisitions increase yearly. The *Standard Periodicals Directory*, 1981/82 lists 66,681 periodicals. USC-Coastal could no longer allow its periodical budget to eat into the monograph allocation. Periodical costs grew to devour over half of our materials budget. With a library allocation that had remained the same in three years, we could foresee that eventually the entire budget would be needed to satisfy subscriptions alone. As reported in July 1981 issue of *Library Journal*, this dilemma continues nationwide as evidenced by a 13.7% increase per journal title for 1980 over the previous year. A preliminary survey for 1982 prices portends a 19.2% increase<sup>4</sup>. A comparative cost study of our journals for two consecutive years showed per title cost increases to average 23%.

Some universities have adopted elaborate formulas to calculate the worth of each journal. Jeffrey Broude utilized seven factors to derive a journal's value<sup>5</sup>. Each factor was assigned a weight by percentage. While his approach is commendable, the time required to calculate such detailed statistics is not available to a small college library's staff. Also, Andrew Peters suggests a good statistics model<sup>6</sup>. However, USC Coastal librarians devised a de-selection system that allowed three librarians to complete the evaluation of 910 journals in four months. Procedures were designed to judge the value of our periodicals, in part, by utilizing the expertise of our faculty.

Each faculty member was given the journal holdings for his/her subject area with the subscription cost of each title and instructions to cut ten percent. (Regrettably, we did not clarify whether 10% referred to the titles or their costs. Although cost should have been emphasized, some applied the percentage to the number of titles.) They ranked each title on a scale of one to four wherein one indicated **Essential**, two **Important**, three **Useful** and four was **Marginal**<sup>7</sup>. When questionnaires were returned, totalling 60% of those sent, they were divided among the three librarians to calculate averages.

Following these calculations, the librarians met to exchange their findings which, aside from faculty opinions, included the following factors:

1. Availability of the title elsewhere, either locally or within the USC system.
2. Coverage by indexing and/or abstracting services (This factor did not apply, of course, to 'newsy' items such as local newspapers, etc. . .)
3. Journal use as perceived from daily observance (No formal use study was performed in light of the unavailability of staff time and the apparent inaccuracies in record-keeping with use studies)
4. Journal reviews as reported in Bill Katz' *Magazines for Libraries*, 3rd ed. (1978)

It is important to emphasize that not one particular factor of these four was a truly reliable indicator of the journal's worth. All factors were considered together. As with our book collection, USC-Coastal's curriculum was a good yardstick for measuring the appropriateness of the journals. Also, we tended to retain journals that are published by professional groups, such as the American Mathematical Society's *Bulletin* or the American Political Science Association's *Review*.

In the final analysis, the journal cancellations were the decisions of three librarians armed with the opinions of the faculty. Since the library depends on faculty input for collection development and especially since the faculty use the journals more than the books, we felt that they should be involved in the de-selection process. Faculty cooperation was strong and encouraging. When the responsibility for spending the budget, in part, is given to them, they tend to show interest in the library's growth. And when each one feels he has had a part, or at least an opportunity, in the decision-making, there is less dispute over the conclusions. Foremost, we wanted to minimize the degree of subjective input to cancellation decisions.

Since our journal weeding project we have tightened procedures for adding new titles. Strong justification must now accompany each request. Simply a patron's desire to have a journal in the library for his use is not justification enough for purchase. The library looks more towards interlibrary loan and cooperative buying agreements to hold the number of journal titles maintained at USC-Coastal. Even large research libraries that have a broader role of maintaining a "record" library have found resource sharing an alternative to high costs. The cooperative buying efforts of the Research Libraries Group is an example.

Some sources suggest that smaller book collections should be weeded in their entirety every two or three years and that about five percent of the collection should



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SCL-4

## The Bird-Book Battle

**Laurie Marcum**

*Seneca High School*

Vaguely, I could recall that several times the library staff had mentioned something about pigeons. Since I had just completed library school a few weeks before, I had expected problems, in cataloging, reference, or even public relations; but pigeons? That's one course they didn't teach at graduate school.

This particular fall morning however, I realized that we indeed had a pigeon problem on our hands or, more correctly, over our heads. At the noise of my car pulling into the parking lot, the entire roof of the library seemed to take wing and soar into the sky. I knew then we were in deep trouble — about two inches deep in bird droppings on the roof to be exact. Cars parked near the building were not spared either.

Thus began the battle of the library verses the birds or the **Bird-Book Battle of South Spring Street**. The first move was a telephone call to the County Supervisor's Office for some expert advice on how to proceed. After all, they were in charge of maintenance of county buildings. The offer of the loan of a 20-gage shotgun was not received with enthusiasm. Since we valued our windows and our many friends in the residential area where the library was located, we declined the offer of firearms.

The next phone call went to the Country Farm Agent who is adept at answering such important questions as annihilating moles, gophers, and other garden pests. But here again no solution was forth-coming. The hesitation and mono-syllabled replies to avoid questions left no doubt that the farm agent was an avid Audubon member and definitely on the side of the pigeons.

The shotgun suggestion had given us another idea, however, so the next phone call of distress was addressed to the police department. After a stern warning of local ordinance against firearms within the city limits, the police had no suggestion for our feathered problem. They left us with a distinct impression that they had more important things to do than shoot library pigeons! Actually, we found out later, they had their own pigeons to worry about.

Not ready yet to give up this active line of endeavor, the next phone call was placed to the County Sheriff's Office. After all, we were a county institution and we deserved county protection! This time a more responsive ear listened to our tale of woe. Very shortly an official car drew up to the library parking lot . . . action at last!

Out popped two deputies. It seemed that one had a new shotgun and needed a little practice. Twenty shells and one measley bird later it was evident that he certainly did need practice. We thankfully counted window panes as the deputies pulled away with their one trophy, and ten minutes later our fine feathered friends were again flocked on the roof and window sills.

Since the direct attack seemed to be a failure, it was decided that the sneaky way should be explored. The local feed and seed store was consulted about the best poison to use. They weren't sure it would work on pigeons, but they had much advice on how to try using their product.

Finding some stale popcorn around the library was easy (we were always eating). It was soaked carefully in the poison and then thrown up on the top of the library roof out of the reach of the neighborhood children and pets. Throwing popcorn on the roof of a two story building was not easy, but handfulls of corn wrapped into newspaper packets were lobbed by the library staff and a local little league baseball players. As the newspaper gradually untwisted and the popcorn was exposed for the pigeons to eat, the staff sat back and waited for the results.

**Continued on Page 18**



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Winthrop College Library

**Beaubien, Anne K.; Hogan, Sharon, A.; and George, Mary W.** *Learning the Library, Concepts and Methods for Effective Bibliographic Instruction*. New York: Bowker, 1982. 269 p. biblio. index. 82-4262. ISBN 0-8352-1505-9. \$35.

**Oberman, Cerise, and Strauch, Katina, eds.** *Theories of Bibliographic Education, Designs for Teaching*. 233p. biblio. index. 82-4270. ISBN 0-8352-1506-7. \$35

Many bibliographic instruction librarians yell, "Give us more practical ideas; while others, concerned with the discipline achieving a "legitimate" status, cry, "We must have more theory." The two titles reviewed here answer both needs, for, with varying emphasis, they present plans of action for library instruction with a solid underpinning of theory.

Although the stated aim of *Learning the Library* is a "step-by-step, 'how-to' guide," it also emphasizes the use of a conceptual structure in teaching to help students categorize new information and connect it with their existing store of knowledge. Parts II and III, "Understanding the Research Process" and "Presenting the Research Process," address the problems of what to teach and how to teach from this perspective. These sections have chapters devoted to the research process in humanities, history and in the social sciences and to planning a single lecture or a course.

Other sections deal with the advance planning necessary to set up an instruction program and with the factors affecting the implementation of a program such as the administrative and political climates. The authors' broad experience in all areas of bibliographic instruction and in teaching bibliographic instruction to library science students shows especially in their ability to synthesize information such as is presented in the tables that compare modes of bibliographic instruction in terms of each mode's positive and negative features and the costs of materials, staff and updating for the various methods. Occassionally, the experienced bibliographic instruction librarian may find this work, which could easily serve as a textbook, a little too elementary; but this is a minor quibble.

The authors' instructional experience has been mainly in large research libraries, and many of their methods seem most suited to libraries of this size; however, the authors do frequently point out that a particular methods might not be effective in a smaller library and suggest an alternative plan. The book sometimes provides examples specific to public or school libraries; but, on the whole, *Learning the Library* will be most useful to academic librarians.

It is doubtful that any except college and university librarians and graduate students preparing to go into academic library work will be able to put *Theories of Bibliographic Instruction* to profitable use; all the contributors are either academic librarians or library school faculty and direct their attention toward those in higher education.

A commonplace but true observation is that quality is uneven in a work of contributed essays. The few essays I found least helpful were those that became so overly involved in laying out a conceptual framework for bibliographic instruction that their explanation of a particular theory's implications for teaching was too brief to be useful. Chapters by Oberman and Strauch and by Topsy Smalley and Stephen Plum avoided this pitfall by providing outlines of their theories in practice. Although she did not provide such examples, I thought Elizabeth Frick's essay, "Teaching Information Structure: Turning Dependent Researchers into Self-Teachers," provides an excellent vehicle to show those outside of bibliographic instruction such as administrators and teaching faculty what the theoretical aspects of library instruction can do for students.

In reading both books, I kept coming across ideas for restructuring and refreshing my own teaching and across sections or chapters that one or more of my colleagues would have to read, an indication to me that these two titles will be useful to any academic librarian actively engaged in bibliographic instruction.

## State Documents Depositories Named by State Library

Ten South Carolina libraries have been named depositories for state government publications by the South Carolina State Library. Under legislation passed by the General Assembly in 1982, a system of automatic distribution of state documents to libraries in all regions of the state was established.

According to Betty Callahan, state librarian, the depositories were chosen based on population distribution geographic distribution, ability of libraries to meet depository requirements, and applications received.

Depositories named were (planning district served in parentheses): Clemson University (I), Greenville County Library (I); Spartanburg County Library (I), Lander College (II), Winthrop College (III), S.C. State Library (IV and VI), S.C. State College (V), Francis Marion College (VII), Coastal Carolina College (VIII), College of Charleston (IX), USC-Beaufort (X).

Depository libraries will be expected to make their state documents collections available for use by the general public. Additional details and policies will be announced at a later date.

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# Reaching Out With Media

Augie E. Beasley  
Cheryl H. Foster  
Carolyn G. Palmer

Media Specialists  
East Mecklenburg High  
(Charlotte, N.C.)

The image of the school library media specialist is important to the success or failure of the media program. Many educators have an unfavorable opinion of media specialists and media centers. The quality of service that is provided by the media staff is definitely a determining factor in how others perceive our role. We need to be visible and keep faculty, students, administrators and community aware of our services.

At East Mecklenburg High School in Charlotte, N.C., we are always searching for ways to improve our services to students and faculty. While many of the ideas that we try are not innovative in the field, they have been implemented. Most media specialists in the field, are aware of what services they could be offering; however, many of these services are never actually provided. If you are looking for ways to improve your image, we offer some suggestions that are working for us.

## Making It With Media

Once a month, we publish *Making It With Media*, a concise, one page newsletter for our faculty. We have tried to avoid the "chatty, look-what-we're-doing" newsletter. Our goal has been to inform our faculty of new materials and services, as well as to remind them of materials and services that they may have forgotten. If you decide to publish a media newsletter, the following hints may prove helpful.

- Highlight cultural events in the community, on TV, or educational radio/TV.
- Recognize achievements and honors of the faculty.
- Spotlight new media and underline with a felt pen titles of special interest to individual teachers.
- Announce the purchase of new equipment (roll laminator, ½ inch video cassette recorder, new lettering devices, etc.).
- Provide AV hints (Tips on making transparencies, on using opaque projector, etc.).
- Cut down on verbiage.
- Use clip art, good graphics, and effective lay-out of information for "attention getters."
- Use the offset press to cut cost of printing.

## Exploring Media Resources

Our most ambitious endeavor has been our **Exploring Media Resources** workshop. We developed and team-taught this workshop to stress the total medial concept and to familiarize our faculty with the resources available in our center. The workshop was divided into two components — reference skills and basic production techniques and equipment operation. The participants needed fifteen contact hours to receive credit; therefore, we offered two hour sessions on seven Monday afternoons. To satisfy the additional contact hour, the participants spent several hours working independently on assignments. These sessions were equally divided

between the print and non-print areas and provided twenty members of the faculty with renewal credit for their participation.

The non-print component was designed to present an overview of basic production skills utilizing only the materials, equipment, and lettering tools available in East Mecklenburg's media center. The emphasis was on basic production techniques, not equipment operation. The objectives were for participants to demonstrate the ability 1) to produce thermal, handmade and picture transfer transparencies utilizing the basics of good design, 2) to use specific letting equipment — Leroy, Wrico, pencil guides, stencils, and speedball pen, 3) to dry mount and laminate visuals, 4) to use a patch cord when recording, 5) to use the portable video cassette recorder, and 6) to produce spirit masters in two or more colors.

The reference component provided the faculty with an introduction to available reference tools and to their content and potential use with class assignments. The objectives for this component were for participants 1) to identify the types of tools needed to answer general reference questions, 2) to interpret citations from specific tools presented in the workshop, 3) to evaluate and select tools in their content area for the reference collection, and 4) to plan with the media specialist for skills activities in the content area using the various available reference tools.

While the most valuable result of the workshop was the awareness on the part of many of the faculty of the resources available to them, we also greatly improved our image to the participants, as well as other staff members. For media specialists who are interested in designing a workshop for their faculty, we offer the following considerations.

- Secure the support of your principal and system level personnel.
- Survey the faculty to determine interest.
- Seek certificate renewal information and approval from system personnel services (inservice/staff development specialist)
- Plan and develop objectives and performance indicators.
- Outline material to be presented.
- Organize and list equipment and materials to be used.
- Design evaluation instruction.
- Don't forget to publicize workshop dates for interested faculty.

## Reference Skills Units

Media specialists are constantly faced with the "library unit" in the English text — the one with the many questions that don't apply to your center or your resources. To eliminate this problem, we have developed our own reference skills unit which uses tools that we have available. Teachers have welcomed this service, students are less frustrated with the reference unit, and no longer dread the "library unit." Here's our plan:

- Design a pre/post test on media skills.
- Develop a study guide and questions/activities for the various types of reference tools (*Reader's Guide*, bibliographical sources, indexes, geographical sources, etc.)
- Prepare visuals to accompany the study guides and activities and aid in presenting material to the students.
- Show these to your faculty and offer to teach or team-teach the unit with their classes.



## Graphics

Teachers constantly need lettering and designs for bulletin boards, posters, and various displays. To aid them, we have worked to improve our graphics resources and services in this area. Some of our present resources/services include:

- Providing Leroy, Wrico, speedball pen and other lettering tools and offering instruction in their use.
- Providing plastic stencil letters in various sizes.
- Laminating sets of cut-out letters in various sizes and keeping each size in a separate large envelope. Using check-out cards to circulate letter sets and storing letter sets in a box covered with contact paper. (NINT--Small letters can be enlarged by using the opaque projector.)
- Training student assistants to use lettering equipment and offering to do lettering for faculty.
- Compiling a well stocked clip art file (Include cartoons, catchy slogans, line drawings, etc.)
- Making available bulletin board and other design books.

## Other Services

If you aren't already providing these services, we also suggest you try the following:

- Assist students in video taping class presentations. Provide technical assistance in designing the presentation and developing the script. Set-up a convenient time for taping the presentation and schedule a date to show it to the entire class. (Of course, offer the same service to the faculty.)
- Compile and duplicate bibliographies for teachers for various study units. Annotations always help.
- Give booktalks in all subject areas. Get out in the classroom. Be visible. Have a variety of booktalks. (Joni Bodart's *Booktalk!* New York: Wilson, 1980 is a big help.)
- Compile a community resource file of agencies, speakers, and consultants willing to provide information and presentations to students and faculty. Type the information on catalog cards and file in the card catalog under the appropriate subject heading.
- Actively plan with your faculty and be aware of units that are being taught in the classroom. Design a plan sheet that teachers may use to keep you informed of their needs and to request services and materials that will help them present the unit.
- Write for free pamphlets.

If we are to improve the image of the media center in the education process, we must effectively improve our services and let others know what we are doing. Public relations is a necessary part of our media program and needs to be planned like every other area. Decide what you want to accomplish, write it down, and then implement it.

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## Book-Bird, Continued from Page 11

For several days nothing happened and then the blow fell. The children across the street could not find their little dog! Feeling like a modern day Lucretia Borgia, we helped look for the missing pet and wondered how the poisoned popcorn could have fallen to the ground. Fortunately, the dog turned up two days later under the house with a whole new litter of puppies. We were so relieved that two of the staff offered to adopt pups as soon as they were old enough to leave their mother.

Not wishing to repeat this performance, it was decided that the rest of the poison popcorn should be discarded. So far the only difference in the pigeons seemed to be that they were more of them. Either the poison did not work on birds, or the pigeons were healthier than we thought, or they did not like stale popcorn.

By this time weeks had gone by and our problem was no nearer a solution but it was getting deeper and deeper and smellier and smellier. Our library patrons were concerned and offered suggestions as to different ways to declare warfare on the pigeons but none seemed feasible.

As in many cases, it takes a child to offer a simple solution. Upon hearing our complaints about the birds one day, a very young library patron offered to "get me one" for a dime. This then, became a solution of sorts to our problem. A price of 25 cents was placed on the head of each of our feathered friends. All of the local boys and girls knew the rules. "A quarter-a pigeon" which the librarian must see, and the boys and girls were charged "a quarter-a-pane" for any window broken.

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The pellet guns and b.b. rifles were all oiled up, and even the trusty old slingshot was put into play. For a while there was such a brisk business in pigeons that it was necessary to mark the dead birds with ink, as the children were not above bringing in the same bird twice for a reward.

But as the noise and excitement drove many of the birds away, the pigeons business dropped off. There were a few left on the roof, but the children were saving them for Saturdays when they needed money for the local movies. There were a few b.b. holes in the library windows, but this was a lot better than pigeons.

Another problem developed when the gutters stopped up with pigeon droppings and the dead pigeons that had not fallen off the roof. This caused a dreadful odor and the roof began to leak because of the clogged guttering. When the rain overflowed the gutters, it fell into the air conditioning unit causing it to burn out. The library was now hot and smelly, but minus pigeons.

Does anyone have a solution for lumpy gutters?

## Deselection, Continued from Page 9

be discarded<sup>8</sup>. Weeding every five years seems more appropriate since most scientific books become outdated in that time. Besides, collections diminish a bit naturally as a result of lost or stolen materials. (Just a note about how long to weed—we found that after two to three hours of weeding, our judgement was questionable, so we limited our time accordingly.) Although our goal was a 10% reduction in journal costs, some libraries have aimed for higher reductions. The University of California at Berkeley called for progressive journal cuts in four years; first 5%, another 5%, then 10%, and finally 8%<sup>9</sup>.

An important and sometimes difficult task after weeding is the proper disposal of the withdrawn volumes. Our duplicate books were offered to area libraries and other USC system libraries. Universal Serials and Books Exchange (USBE) accepted many. Journals were offered to companies like Kraus (New York) and Canner (Massachusetts) for credit. Also, some journals were shipped to USBE.

In conclusion, weeding is necessary for maintaining a current, useable collection; one that provides its patrons with up-to-date, accurate information. Ninety-eight journal titles (about 10%) were cancelled at USC-Coastal and over 220 books (about 0.3%) were withdrawn. In addition to lessening subscription costs and the maintenance costs of binding and microfilm, the weeding project afforded USC-Coastal librarians the opportunity to truly work with the collection. It's a good occasion for technical services librarians, like myself, to get out from behind the desks, the files and the acquisitions lists to see head-on how the collections we have been building are really shaping up.

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Continued on next page



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<sup>7</sup>Elizabeth Futas, ed. "Texas A+M University Library System," chap. 6 in her *Library Acquisitions Policies and Procedures* (Phoenix: Oryx Press, 1977) p. 247. This ranking system originated with the Texas A+M University Library System. Definitions of each rank are provided.

<sup>8</sup>M.D. McDonald, "Weeding the Collection," *Unabashed Librarian* No. 16 (Summer 1975): 7-8.

<sup>9</sup>Shelia T. Dowd, "Deselection at UC Berkeley and its Aftermath," in "Periodical De-Acquisition in Academic Libraries: proceedings of a seminar sponsored by California Library Association, San Francisco, California, December 1977," *Serials Librarian* 3 (Spring 1979): 315-331.

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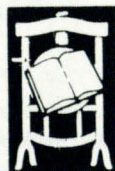
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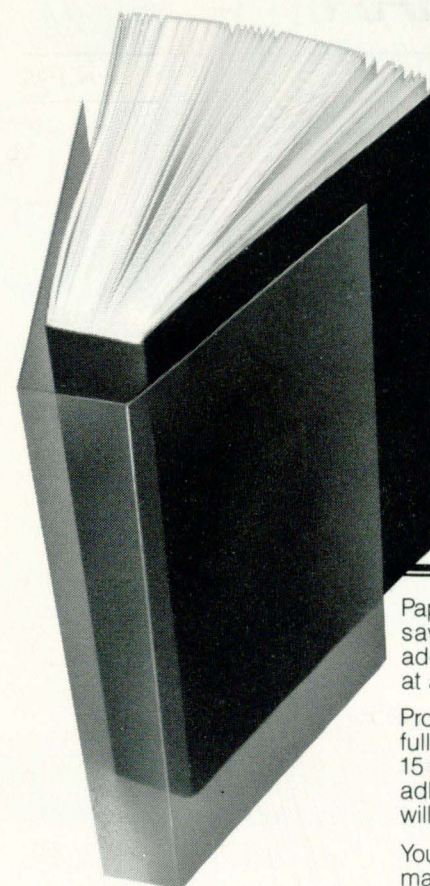
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